DOCUMENT RESUME

ED 155 208 TM 007 188

AUTHOR Sackmary, Benjamin; Hedrick, Hannah
TITLE Assessment of the Experiential Learning of Women for College Credit in the Area of Women's Studies. (Preliminary Working Draft.)
PUB DATE Oct 77
NOTE 50p.; Paper presented at the National Conference of the Council for the Advancement of Experiential Learning (San Francisco, California, October, 1977)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Academic Records; *College Credits; College Programs; *Course Descriptions; *Evaluation Criteria; Evaluation Methods; *Experiential Learning; Females; Guidelines; Higher Education; *Portfolios (Background Materials); Program Descriptions; Student Application; Womens Education; *Womens Studies

ABSTRACT

While much experiential learning (EL) may possess a potential for credit in the area of Women's Studies, such learning is not usually identified as Women's Studies or awarded credit in that area. This paper provides materials that will serve as a set of preliminary guidelines for the development of assessment criteria by which women may receive college credit for EL applicable to Women's Studies. The paper presents general standards for the assessment of EL: statements of the goals of Women's Studies programs; descriptions of specific Women's Studies courses at 31 different colleges; and information relevant to the assessment of EL. Also included are sample portfolio materials representative of the actual experiences of five women. (Author/EW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED155208

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ASSESSMENT OF THE EXPERIENTIAL LEARNING OF WOMEN FOR COLLEGE CREDIT IN THE AREA OF WOMEN"S STUDIES

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Hannah L. Hedrick

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

(Preliminary Working Draft)

Benjamin Sackmary
Life Experience Program
Fordham University

Hannah Hedrick
Institute for Personal
and Career Development
Central Michigan University

Presented to National Conference,
Council for the Advancement of
Experiential Learning (CAEL)
San Francisco, October 1977

TM007 188

CONTENTS

Page	Topic
1	Introduction
2	Some Guidelines for the Assessment of Experiential Learning
3	Student's Program Requirements Form
4	Application for Experiential Learning Credit/Evaluation Form
5	Sample Portfolio Materials
6	Selected Colleges and Universities Offering Women's Studies Courses
7	Course Subject Areas in Women's Studies Programs
8	Stated Goals of Selected Women's Studies Programs
9	Selected Women's Studies Courses

INTRODUCTION

While much of the experiential learning (EL) of women (and some men) may possess a potential for credit in the area of Women's Studies, it is our experience that such learning is not usually identified as Women's Studies or awarded credit in that area. This paper intends to correct that situation by providing materials that will serve as a set of preliminary guidelines for the development of assessment criteria by which women may receive college credit for EL applicable to Women's Studies.

The paper presents general standards for assessment of EL, statements of the goals of Women's Studies programs, descriptions of specific Women's Studies courses and information relevant to the assessment of EL. Also included are sample portfolio materials representative of actual experiences of women. Readers should consider these portfolio materials in their relation to the academic expectations of Women's Studies programs and courses and should attempt to assess the materials for award of credit in Women's Studies.

Readers should also consider the various means by which EL in the area of Women's Studies might be properly documented. We caution the reader that it is never to the advantage of the student applying for EL credit to receive an award for learning that is less that what is normally expected for college credit. In all cases, the highest standards should be maintained in the granting of credit for EL.

Any suggestions, comments or criticisms of this paper are always welcome.

Item	Principles of Assessment
1	Institutions awarding credit for Experiential Learning should: A. develop a sensible rationale for the experiential learning that is consistent with the institution's mission, reasonable in relation to its resources, and useful to its intended clientele; B. translate that rationale into workable policies, guidelines, and operating procedures that are made clearly known to all students and interested parties; and C. insure that those policies, guidelines, and procedures are followed with reasonable fairness and consistency and useful outcome.
2	Only college level learning should be credited by colleges or universities. In assessing learning, three criteria are important: A. the learning should have a conceptual as well as a practical grasp of the knowledge or competence acquired B. the learning should be applicable outside the specific context in which it was acquired C. the learning should fall within the domain usually considered degree credit higher education as opposed to secondary or continuing education for non-credit purposes. Guidelines should faithfully reflect institutional policy regarding the domain of college-level learning.
3	Students should have the option of justifying their learning as college level on any basis acceptable to the college. Possible bases for justification include the following: A. relating learning to subject areas traditionally taught in colleges. B. showing that what was learned is at a level of achievement equal to what is normal in colleges. C. comparing specific learning to that acquired in college-level work.
4	Students should express learning outcomes (anticipated or achieved) in terms appropriate to the institution's curriculum and assessment procedures.
5	Identification of learning should proceed in a manner that reinforces what has been learned, fosters improved self-awareness, enhances self-confidence, and emphasizes the importance of students' assuming responsibility for their own learning.
6	Institutions should require individuals petitioning for degree credit to specify satisfactorily how prior experiential learning contributes to the individual's degree program.

*From: Warren W. Willingham, Principles of Good Practice in Assessing Experiential Learning. CAEL, 1977.

FORDHAM UNIVERSITY AT LINCOLN CENTER #6- fit into program and avoid duplication COMPUTERIZE PROGRAM REQUIREMENTS THE LIFE EXPERIENCE PROGRAM

Student's Name _____ Date 3

Degree Requirement	Courses Taken	Courses Transferred	Credit by Examination	Life Experience (elective credit)
English Proficiency				
Language Proficiency				
Math/Science Proficiency				
Major				
Pre-Professional Program				
Electives				

Transcription
backup
Summary

FORDHAM UNIVERSITY AT LINCOLN CENTER
THE LIFE EXPERIENCE PROGRAM

APPLICATION FOR EXPERIENTIAL LEARNING CREDIT

A. To Be Completed by the Student

Name:	S.S.#:	Sem. & year:	LE Section#:

Description of Experiential Learning:

Title of Position(s):	Date of Experience:
1.	1. From: To:
2.	2. From: To:
3.	3. From: To:
Name of Employer(s):	Location of Experience:
1.	1.
2.	2.
3.	3.

EVALUATION

B. To Be Completed by Evaluators

Area of Credit Award:	Number of Credits:

Reasons for Award:

Please use additional sheet if needed.

SAMPLE PORTFOLIO ABSTRACTS

The portfolio abstracts are taken from actual experiential learning portfolios submitted for college credit. These often lengthy portfolios provide concrete statements regarding the activities of the applicant as well as detailed analyses of the learning that has resulted from them.

Unfortunately, it is not possible to present them in their entirety. The reader is asked to assume that: 1) the claims of the applicant are fully supported in the original form of the portfolio by discussion in detail and 2) the documentation is in order and supports and properly validates the claims of the applicant.

The reader should consider each portfolio abstract in terms of: 1) the potential amount of credit it could receive (assuming that the claims to learning are upheld by the complete portfolio) and 2) the academic area(s) in which credit could be awarded.

SAMPLE PORTFOLIO ABSTRACT: SHARON W.

LINE	ESSAY ABSTRACT
1	In 1965, at about age 30, I began to read and hear about "the new feminism." Looking back now, it seems like a long, slow and often painful process of change for me as I became more aware of my conditioning as a woman and more conscious of the limits imposed upon women.
5	
	I remember attending my first meeting of the local chapter of the National Organization of Women. At first, I was nervous and ill at ease, but as more and more women present spoke (no men were allowed), I began to feel that they must be reading my mind. We did understand each other and at that moment I joined "The Movement."
10	
	For the past ten years I have been active in one or more groups devoted to Women's Liberation. My experience with these groups has taught me a great deal about women, feminism, the political process and ways to make changes in society.
15	
	I remained with the local NOW chapter for several years and became involved in organizing seminars and Consciousness Raising groups. We also undertook fund raising activities, organized letter writing campaigns, and published an occasional newsletter on women's issues.
20	
	There were many different styles of feminism in that NOW chapter and gradually it was clear that the differences could not be resolved. Meetings became shouting sessions in which one faction (the radicals) would argue with another (the conservatives) while the moderates stayed silent much of the time.
25	
30	
	With unfortunate animosity the chapter split and I joined a group called the Albany Radical Feminists. The strategy of this group was activism. We staged marches, sit-ins at newspaper offices, published position papers and spent long hours in meetings discussing problems of women, exchanging views and developing our own personal and group position on feminism.
35	
	After a while I drifted back to NOW. They had begun a more practical political approach to raising the status of women and removing some of the oppressions of women. From 1971 to 1973 I was chairwoman of the local NOW chapter. This position allowed me to participate in decision making, policy formation, planning and carrying out and accomplishing our goals.
40	
45	
	Our group gathered information on women's place, presented reports to politicians and campaigned for a woman candidate for state senator. We wrote letters to businesses and spoke to women employees as well as holding occasional workshops for
50	

SAMPLE PORTFOLIO ABSTRACT: SHARON W.

LINE	ESSAY ABSTRACT
51	local women. I am still a member of this group though since I have returned to school I find I cannot spend much time with it.
55	Through my experience as a participant in the Women's Movement I have acquired knowledge of public policies related to women and legal problems of women. I can identify areas in need of change and select appropriate tactics for implementing change. I can use communication skills in changing opinions, present
60	arguments and evidence to support a position, identify relevant constitutiencies that will be interested or affected by changes, identify those who can implement changes.
65	I have participated in many fund raising efforts and I am familiar with the various means by which donations can be obtained. I have written and edited newsletters, lobbied and trained others to serve as change advocates for the feminist viewpoint. I know how to organize a group to accomplish goals, conduct meetings effectively, and coordinate activities
70	of group members in the attainment of goals.
75	While none of the pursuits of the local NOW chapter have brought about "major" changes in this region, we have worked hard and I have learned a great deal about the nature of social movements, feminism and the potential of the individual as a source of change and as a means of correcting the abuses of women.
80	I plan to continue to pursue an active career in making changes through the political pressure process. I will major in political science and eventually I hope to attend Law School.

ITEM	DOCUMENTATION
1	Letter from D.H., member-Albany Radical Feminists
2	Letter from Gene F., Chairwoman, Albany NOW
3	Copies of minutes of Albany NOW meetings
4	Copies of Newsletters
5	Newspaper clippings
6	Copies of correspondence with politicians
7	Position paper of the Albany NOW (co-authored)

SAMPLE PORTFOLIO ABSTRACT: DAWN K.

LINE	ESSAY ABSTRACT
1	In the summer of 1967, following the dissolution of my marriage, I entered psychotherapy. In my marriage I had been what might be called a "traditional" wife and mother and I continued this pattern when I began therapy. My first
5	therapist was a male: it was only after several months that I realized that he did not at all understand my viewpoint or problems--instead he offered to assist me in adjusting to living with the same set of circumstances I had just left behind.
10	The second therapist was a woman and I remained with her for nearly three years. During that time I began to read various essays and books on the mental health of women. Also at that time I decided that I would like to pursue a career in
15	counselling.
	Toward the end of my therapy, I had obtained through reading and self analysis, an understanding of the female personality and the means by which women are socialized to play some
20	roles and avoid others. I also understand the dynamics of the female personality, its rationalizations and mental health problems, and the ways by which passivity, and guilt reinforce the low status position of women in this society. During the final months of therapy, my therapist invited me
25	to participate in a group and permitted me to work as an assistant as well as a participant. Shortly after that I joined a women's C.R. group and found that, with my knowledge of the psychology of women, I was able to articulate problems and aid others both in coming to terms with their status as
30	second class citizens and in their attempts to modify their lives.
	In 1973 I began work as a case aide at the Holy Ridge Hospital. As part of the work requirements I attended
35	seminars on group psychotherapy techniques, interview techniques, vocational training, and assertiveness training. The work consisted of assisting the psychologists by screening and interviewing patients and maintaining case records. More recently I have been given responsibility for case work and
40	making presentations of patient progress to the clinical staff. I interview and counsel patients (mostly women), make referrals, and make site visits to community agencies.
	As a counselor, I can establish rapport, listen creatively,
45	utilize different counselling techniques as well as control communication in group discussion (limit, focus and clarify problems of patients), identify individual problems and handle crises. I also understand the general theories behind the various counselling techniques and the reasons why various
50	approaches will or will not succeed.

SAMPLE PORTFOLIO ABSTRACT: DAWN K.

LINE	ESSAY ABSTRACT
51 55 60	Most important for me, I have a great deal of empathy and insight with female patients and I can speak to them as a person who has gone through similar experiences and understands their problems. I can assist these women in clarifying their self-concept and overcoming the various conflicts that are part of the role of woman in this society. It is my goal to obtain a B.A. degree and then an M.S. in psychology in order to be a more effective counsellor. I hope to continue to work with women who have been the victims of this male dominated society.

ITEM	DOCUMENTATION
1	Copy of divorce decree
2	Letter from Dr. Rachel Smith, Psychotherapist
3	Letter from Mary Brand, Member C.R. group
4	Letter from William Marchand, M.D., Director, Psychiatric Unit, Holy Ridge Hospital
5	Letter from Ellen Haines, Ph.D., Case Aide supervisor, Holy Ridge Hospital
6	Descriptions and materials from seminars held at Holy Ridge Hospital: Group Psychotherapy techniques Interview techniques Vocational training Assertiveness training
7	List of books I have read on Psychology and the psychology of women
8	Transcripts of counselling session held at Holy Ridge Hospital

SAMPLE PORTFOLIO ABSTRACT: CASSIE McC.

LINE	ESSAY ABSTRACT
1	My employment with Able Products began in September 1968. I was hired as a secretary to the manager of the regional sales division. In my work as a secretary I performed routine office work as well as occasionally standing in while my boss
5	was out of town.
	I found that this company, which sells mostly products for women, treated its female employees as second class citizens.
10	They enforced dress codes, routinely bypassed women for promotions and offered little in the way of career opportunities. Even for women that had been with the company for a long time and had risen to a managerial level there were obvious discriminations and when positions were open, Able would pass them over in favor of outside hiring of males--often years
15	younger and less experienced. It was common knowledge that the salaries of men and women, in the same level within the company, were different--with the males earning more than the women.
20	After five years, and the gain of a new title--administrative assistant--I felt that I could move up to a position of more responsibility. My boss disagreed and more or less indicated that I was at my peak level of advancement under the circumstances. Outside the Able building, there were many changes
25	taking place in the status of women and these were felt by all of us who were trapped at the lowest level of the company staff. In 1973, several new women employees with "progressive" ideas were hired and they began to stir interest among the Able "girls" to do something about the situation.
30	
	We began to discuss our mutual problems at coffee and then at our homes during evening meetings. Finally when one of these women was fired for no good reason whatsoever, it served to unite us as an opposition and we began demonstrating outside
35	the Able building. Essentially, it was a strike for equal opportunity though no one called it that. It was called a "job action."
	Able, a company marketing women's products, was very sensitive
40	to the media coverage that our "action" received and in a surprisingly short time invited the "ringleaders" (we were called other things as well) to meet with management. They offered a number of changes including merit promotions and an end to "discrimination" on the job (they admitted it!). However, none
45	of this was given with good will--it was more as a challenge--"we dare to you to succeed at a better job."
	I was promoted to personnel counsellor and given responsibility
50	for screening applicants, testing their abilities and counselling women who were experiencing problems on the job or personal

SAMPLE PORTFOLIO ABSTRACT: CASSIE McC.

LINE	ESSAY ABSTRACT
51	problems that interfered with their work. I received minimal training for this demanding position and it was only after long hours of uneasy counselling sessions and considerable strain, as well as a self-taught crash course on personnel work, that I began to feel that I was becoming effective at my work.
60	Eventually, I became a resource to women in the firm--a person they could talk to in a non-threatening situation and could rely on for understanding and support. I have counselled and advised women having personal crises, unwed mothers, successful women and failures. On the basis of this experience I am familiar with the problems of the working woman--her fears, strengths and potential.
70	Last year I was given the additional task of compiling statistics on the company's employment patterns regarding sex. This is, in essence, the work of an affirmative action officer and was an activity that was forced on Able by the Equal Employment Opportunity Commission. This has proven to be the most demanding.
75	To perform this work I have learned the basics of research techniques on data gathering and analysis. I have become a familiar figure to the staff computer programmers and have participated in planning conferences with high level management.
85	I have also become familiar with the various laws and regulations affecting women at work: Social security, taxes, credit problems, inequities of unemployment insurance, Title VII of the 1964 Civil Rights Acts (prohibiting discrimination based on sex), Executive Order 11375 (prohibiting sex discrimination by federal contractors) and numerous other regulations. I have interpreted these regulations for the company and undertaken research to determine their degree of implementation.
90	I have returned to school in order to obtain a Law degree. It is my intention to pursue a career as a women's advocate and to use my knowledge for the betterment of the position of women in this society.

SAMPLE PORTFOLIO ABSTRACT: CASSIE McC.

ITEM	DOCUMENTATION
1	Letter from Mr. Harvey Hanley, Personnel Supervisor, Able Products, Inc.
2	Letter from Mr. George McGeorge, Manager, Regional Sales Division, Able Products, Inc.
3	Copy: Able Women's Newsletter
4	Newspaper clippings (including photos of demonstration)
5	Copy of report on sex and salary differences among Able employees
6	Tape recording of interview and counselling sessions (anonymous and by permission of the employee)
7	Copy of report: "Federal Regulations and Sex Discrimination" Compiled at the request of Able Products management.

SAMPLE PORTFOLIO ABSTRACT: ELYSHA T.

LINE	ESSAY ABSTRACT
1	Since the age of nineteen, except for a few years when my children were still young, I have been involved with acting and performing arts. I have worked both professionally and in amateur productions and I have performed in a wide variety
5	of roles and plays as well as solo performances as a singer. I have attended numerous workshops and non-credit courses on voice, speech, acting, dance, body movement, mime, set design, directing and production. I have worked in all aspects of theater from selling tickets to leading roles and I feel that
10	I have attained a competency and understanding of performing arts.
	As a woman in theater I have also learned a great deal about the psychology of women, the "role" of women in drama (and
15	society), and the problems that women face when attempting to move into positions of importance such as director.
	While working on a female part in a play, one must consciously develop a female character--gestures, speech, demeanor and
20	presence. One must be "woman" as well as a certain female role, and this cannot be accomplished without study and reflection on the quality of women in general and the psychology of the specific character.
25	Of course, as one works with both great and minor plays there is a great deal to be learned from ideas in the plays and from the point of view of the author. I have played many women in different dramatic contexts--ranging from Lysistrata to Ibsen's Nora and I have acquired an understanding of both the changing
30	historical conceptions of women as well as the various dramatic devices by which women are presented and used as characters.
35	In my work as an actress I have learned that the theater is a highly segregated institution with men taking the creative and controlling positions while women are left to the stage or to set design, make-up, and other less significant chores. During the 1960's this began to change and I was able to become the director of several plays produced by an amateur
40	company.
	The director knows all the parts and the ways in which they will best mesh with one another during a performance. There are obviously many interpretations of parts and whole plays.
45	When directing "Agamemnon" I chose to treat Clytemnestra more as a tragic victim than as a willful monster as is usual. Needless to say there was more than a little complaint from the male lead but the play was well received. I tried the
50	same approach in Pinter's "Landscape" (which has only two characters and deals with differences between men and women)

SAMPLE PORTFOLIO ABSTRACT: ELYSHA T.

LINE	ESSAY ABSTRACT
51 55	The female lead was made more of a victim and the play was well reviewed. Clearly, theater is for the expression of ideas and each play can be the vehicle for many points of view. I hope to continue in the future to direct and to interpret the role of women in a manner that reflects her true condition at present.

ITEM	DOCUMENTATION
1	Listing of workshops and non-credit courses in dramatic arts. Descriptions included when available.
2	Copies of playbills
3	Copies of advertisements for performances as a singer
4	Copies of newspaper reviews of performances and plays directed

SAMPLE PORTFOLIO ABSTRACT: EUGENIE D.

LINE	ESSAY ABSTRACT
1	For the past fifteen years my primary occupation has been that of homemaker-wife-mother. I have been married for nineteen years and my children (3) are now age 16, 14 and 13. My incentive for returning to school stems from the recent serious illness of my husband. At that time I became forcefully aware that if anything were to happen to him, I would be virtually unemployable in today's labor market. I have decided to obtain a college degree as insurance and, perhaps, when the children are a little older, as a means to entering upon a second career. I would like to discuss my family experiences in two categories: homemaker and child care-taker.
15	As a homemaker, I am largely self-taught though I have relied upon the advice of others and at times on books on the subject. My work as a homemaker is similar to that of any small business enterprise: I must manage finances, maintain accurate budgets, keep all essential records (health, insurance, loans, etc). As with any businessman, I have learned and can understand types of insurance, legal regulations pertaining to death, divorce (not yet), child support, taxes, real estate, renting, etc. I can practice a variety of planned and intuitive consumer skills and in the selection of quality products and services for my family.
25	As with any small "company," at times I have had to undertake deficit financing (a tactic I try to avoid) and to stretch resources. To keep our little "firm" in operation requires accurate records and cautious but sensible economic practices--buying in quantity, searching for discounts and, when necessary, discounting merchandise on hand (yard sales, etc.). Of course, survival is not enough and I have to repair and maintain the establishment as well as design an aesthetic arrangement of the environment in order to provide a safe and pleasant place for all.
35	In addition to the above, I have for many years associated with other homemakers like myself and I feel that I have an understanding of the general processes by which families function and survive. I am familiar with the intricacies of relations between husbands and wives and children and the various techniques for avoiding or creating instability. I have a solid grasp of the "role" of woman in the home and while I might not be able to write a book on the subject, I certainly know much of what is contained in books on the subject (some of which I have read).
45	As a child care-taker (parent) my first devotion is to the welfare of my children. I have read a number of books on "parenting" and consulted with experts in this field (teachers, guidance counsellors, etc.). The work of the child care-taker
50	

SAMPLE PORTFOLIO ABSTRACT: EUGENIE D.

LINE	ESSAY ABSTRACT
51	includes: providing a safe stimulating environment, teaching games and activities appropriate to the child's level of development (age and interests), providing materials and instruction to develop a child's physical and intellectual growth, providing
55	social experiences which enhance the child's moral development. I am skilled at selecting and using community resources to augment a child's development (schools, playgrounds, libraries, sports, youth groups and other public services). I can identify and deal with emotional problems and personal crises of children.
60	In addition, I have participated in the creation and operation of a pre-school nursery. This involved raising funds, managing money and coordinating the activities of a number of parents.
65	I have worked as a "teacher" in our little school and I am familiar with the various stages of intellectual growth of small children in general as well as the effective means of fostering a child's growth as a person. I have selected and applied educational materials, planned educational programs and consulted with local and state agencies in the attainment of proper standards for the educational services of the nursery school. This
70	experience has enhanced my own personal familiarity with children at home and given me a wide range of experience and knowledge regarding small children.
75	I hope that the evaluation committee will be able to find within my sixteen years as wife and mother some college learning.

ITEM	DOCUMENTATION
1	Letters from Oliver D. (age 16), Sonny D. (age 14) and Jennifer D. (age 13)
2	Letter from Alexander D. (husband)
3	Sample household budget
4	Photographs of interior of the home
5	Photographs of husband and children
6	List of books read on childcare
7	Copy of family journal on each child's growth and development
8	Copy of by-laws and budget for Red Apple Neighborhood Nursery School
9	Copy of teaching program for Red Apple Neighborhood Nursery School

SELECTED COLLEGES AND UNIVERSITIES
OFFERING WOMEN'S STUDIES COURSES

6

CODE	COLLEGE OR UNIVERSITY
01	University of Connecticut
02	Mills College, California
03	California State University (Hayward)
04	Governor's State University, Illinois
05	Lower Columbia College, Washington
06	Rutgers University, Newark, N. J.
07	University of Pittsburgh, Pennsylvania
08	Santa Ana State University, California
09	University of California (Santa Cruz)
10	University of Nebraska
11	Brooklyn College, City University of New York
12	California State University (Fresno)
13	California State University (Sonoma)
14	California State University (Long Beach)
15	City College of San Francisco
16	Edmonds Community College
17	Foothill College
18	Metropolitan State College, Colorado
19	State University of New York (Albany)
20	St. Cloud State University, Minnesota
21	State University of New York (Binghamton)
22	Tacoma Community College, Washington
23	Saddleback College, California
24	San Diego State University, California
25	State University of New York (Old Westbury)
26	University of Colorado
27	University of Michigan
28	University of Minnesota
29	University of Southern Florida
30	University of Washington
31	Henderson State College, Arkansas

COURSE SUBJECT AREAS IN WOMEN'S STUDIES PROGRAMS

CODE	COURSE SUBJECT
I	General Survey-- Introduction to Women's Studies
II	General Survey-- Women in Contemporary Society
III	History of Women-- American, European, World
IV	The Women's Movement
V	Feminism-- History, Philosophy and Issues
VI	Anthropology of Women
VII	Psychology of Women
VIII	Biology and Sexuality of Women
IX	Women and Institutions
X	Women and Politics
XI	Women and Work
XII	Women and the Law
XIII	Women and Education
XIV	Women and the Arts
XV	Women and Lierature
XVI	Women and Media-- Television and Film
XVII	Women and Religion
XVIII	Women and Crime
XIX	Rape and Physical Abuse
XX	The Black Woman
XXI	General Survey-- Women's Issues and Problems

STATED GOALS OF WOMEN'S STUDIES PROGRAMS

CODE	PROGRAM DESCRIPTION
01	Most Women's Studies courses have at least one of the following aims: They try 1. to look at old myths and literature with new eyes in order to recognize the biases which have been invisible for so long. 2. to develop new tools for social analysis in order to allow women to understand the forces which acted upon them in the past. 3. to encourage new research on women and their contributions to our cultural heritage. 4. to help improve the status of women in all areas of society
02	The major is designed to acquaint the student with the available facts on the positions of women and men in this and other societies; the basic theories regarding the origin of sex roles, the major factors involved in their perpetuation, and the key variables relevant to change; women's contributions to the ancient and modern world.
03	The concentration in Women's Studies is intended to increase a student's knowledge, interest, and appreciation of the needs, contributions, problems and aspirations of women.
04	The student will have demonstrated knowledge of the: 1. The history and ideas about women's position in society. 2. The position of women in the social and economic systems. 3. The position of women in history, literature and the arts. 4. Women's biological and behavioral processes and related ideas. 5. The role and position of women in terms of alternative life-styles, cultures, and social structures. 6. Research methodology in analyzing women, their functioning, behavior or position in society.
05	Women's Studies differs from traditional programs for women in that their content is not for women but on or about women. In addition, part of a Women's Studies program is directed toward helping women to recognize and utilize their own abilities to function in society. The focus is on the experience of women and creates a new dimension in the education of men as well as women. The ultimate goal is the improvement of all human life.
07	The program is designed to: --critically examine assumptions held about women by each academic discipline --test these assumptions in the perspective of current research and individual experience. --examine traditional and changing sex roles in various cultures. --explore new alternatives for men and women in our society.

STATED GOALS OF WOMEN'S STUDIES PROGRAMS

9

CODE	PROGRAM DESCRIPTION
12	To develop awareness of the conditions of women throughout history and the roles in which they have been cast as well as to help women discover what is pertinent to themselves and their abilities.
14	The main objectives of the Center for Women's Studies are: (1) to encourage scholarly inquiry into the nature, roles, status and history of women; (2) to provide the facilities necessary for the discussion and exploration of problems which impede the development of women's full potential; (3) to encourage the fruitful interaction of women with one another, both within the University community and in the community at large; and (4) to offer an academic minor.
18	The courses offered are prepared especially for this program with the objectives of heightening women's awareness of themselves as human beings permitting them to study closely the various historical and cultural patterns that have produced the societal position in which they now find themselves, presenting to them the historical achievements of women in many fields and exploring emerging needs and opportunities for women, with emphasis on the methods by which women can achieve success in these areas. These courses are of value to both men and women students.
20	The program is designed to enhance the student's understanding of women as a distinct group with its own history, experience, needs and achievements. The courses are, therefore, of value to any student interested in broadening his/her knowledge of society and the world. For women students, the program offers, in addition, an opportunity for increased self-understanding.
08	The Women's Studies major is a Liberal Arts major which is designed to meet the following needs: 1) to help women develop a perspective pertaining to their own self-interest and relate that view to social and cultural factors such as economic necessity, political participation, historical patterns, and ethics; 2) to develop skills of communication and analysis; 3) to develop one's own personal self-awareness in relation to others; 4) to prepare for careers; 5) to enrich women's knowledge of their culture and the rapid developments that are taking place within it.
28	The Women's Studies program provides opportunity to examine the myths and unquestioned assumptions that have characterized generalizations about women. Its scholars and students have opportunity to review the viability of the dichotomous vision of reality that has dominated Western thought-- the perception of intellect and emotion, learning and experience, male and female gender as discontinuous.

WOMEN'S STUDIES COURSES

CODE	ACADEMIC AREA	COURSE TITLE	CREDITS	COURSE DESCRIPTION
06	Women's Studies	Introduction to Women's Studies	3	This interdisciplinary course will introduce students to some of the influences that have shaped the definition of their roles as women and the challenge of the current re-evaluation of women's place in modern society
11	Humanities	Introduction to Women's Studies	3	Cultural dynamics pertaining to women in societies from Biblical to ancient Greek times and to the present as expressed in literature, art and philosophy.
11	Social Sciences	Introduction to Women's Studies	3	General survey intended to introduce the student to basic issues and scholarly literature dealing with women's role in society. Topics include: biological, historical, cultural and political roots of the role and position of women in Western society; psychological consequences for women's self-image and motivation; contemporary social movements for change and their implications.
26	Women's Studies	Introduction to Women's Studies perspective focusing on	3	The nature and function of women in society will be examined from an interdisciplinary perspective focusing onthe varied and shared aspects of the feminine experience. The course will examine topics such as the psychology and physiology of women; sex-roles and socialization; marriage and the family; women in art, myth and religion; the history of women; women and the law; and the women's movement.
25	Women's Studies	Introduction to Women's Studies	4	Explores the development of women's lives from childhood through adolescence to maturity. Focus on the family, school, sexuality and work-- as these experiences and choices are affected by race, class, religion ethnic origin and gender. Readings in fiction, autobiography and social sciences.

WOMEN'S STUDIES COURSES

CODE	ACADEMIC AREA	COURSE TITLE	CREDITS	COURSE DESCRIPTION
19	Women's Studies	Perspectives on Women	4	A multidisciplinary approach to women in contemporary society. An examination of women in history under different socio-economic conditions leading to an understanding of the biological, social, psychological and cultural image of women.
16	Women's Studies	Contemporary Woman	3	A course to study woman as she moves through the biological life cycle, but in the matrix of today's social, economic and cultural trends. Emphasis on major life events and how contemporary woman copes with rapidly changing role expectations.
31	Sociology	Women in Society	3	A study of the changing role of women in American society. Comparisons are made with other societies.
03	Women's Studies	Women in the Western World	4	The role of women, traditional and contemporary, in Western society. Examination of attitudes concerning sexual roles and expectations.
29	Women's Studies	Contemporary Woman in the U. S.	4	Economic, political and social considerations of woman's role in modern society. Changing life-styles and family patterns. Generational differences among today's women. Effects of the media in shaping attitudes, self-concept and expectations of men and women in our society.
24	Women's Studies	Women in American History (2 course sequence)	3	Survey of the social, cultural, economic, political and intellectual history of women in America. From colonization to 1860. From 1860 to present.

9-2

WOMEN'S STUDIES COURSES

CODE	ACADEMIC AREA	COURSE TITLE	CREDITS	COURSE DESCRIPTION
29	Women's Studies	Women in Western Civilization (3 course sequence)	4	Interdisciplinary and comparative study of women in Western civilization, with particular emphasis on the historical sources of anti-feminist attitudes in selected societies.
15	History	Woman in American History	3	An in-depth study of the role and contributions of women in the history of the United States, with emphasis on the social and cultural aspects of the feminist movements in the nineteenth and twentieth centuries.
25	Women's Studies	Social History of Women in the U. S.	4	Examines the roots of bitterness and liberation of the American female from colonial times to the present. Suffrage, women's temperance, settlement, socialist, and working women's organizations, as well asthe lives of both celebrated and unsung heroines are studied in depth.
21	History	History of American Womanhood	3	Recovery of American woman's past by methods of social and cultural history. Process whereby female americans relegated to secondary but crucially important position, comprehensive portrait of American womanhood reconstructed from evidence of female activities as worker, wife, sex partner, mother, political activist, feminist.
17	Women's Studies	Introduction to the Women's Movement	4	An examination of the goals and major documents of the current women's movement with an appraisal of its effect on politics, education, family structure and the arts.
13	Women's Studies	Women's Movement	4	Both historical and contemporary materials will be investigated in sections which are designed to examine the origins, forms and future of feminism.

WOMEN'S STUDIES COURSES

CODE	ACADEMIC AREA	COURSE TITLE	CREDITS	COURSE DESCRIPTION
29	Women's Studies	History of Feminism	4	The history of the feminist movement in the U. S. and Britain. Women in the rank-and-file of reform in America, including abolitionism, the settlement house movement, labor unions, political revolution in Western society, and Third World liberation.
30	Women's Studies Philosophy	Philosophy of Feminism	3	Philosophical assumptions underlying the feminist movement; the various subtheories within feminism (e.g., socialist feminism, radical feminism, etc.)
14	Women's Studies	Introduction to Feminist Issues	3	An introduction to some of the basic questions raised by the contemporary feminist movement relating to the social, political, and economic status of women.
19	Women's Studies	Introduction to Feminism	3	A study of the origins and development of feminist thought in America, with emphasis on the issues and problems of the contemporary women's movement.
30	Women's Studies Anthropology	Anthropological Studies of Women	3	Cross-cultural, comparative survey of the variety of women's cultural experiences, status and roles. In addition, the anthropological theories used to account for women's status and roles in various cultures are examined in light of methods used to collect and interpret data.
29	Women's Studies Anthropology	Women in Cross-Cultural Perspective	4	Roles of women in selected cultures, with emphasis on Third World and primitive societies. Examples from least to most differentiated cultures. Influence of family models, kinship systems, economic patterns, political structure, and belief systems.

h-6

WOMEN'S STUDIES COURSES

CODE	ACADEMIC AREA	COURSE TITLE	CREDITS	COURSE DESCRIPTION
30	Women's Studies Psychology	Psychology of Women	3	Cultural assumptions about,and interaction between, mind and body and some of the physiological mechanisms that mediate the interaction. Topics include reproductive physiology, psychosexual development, hormones and mental states, developmental sex differences, cultural perspectives, ethological arguments, female sexuality, and the effects of the social system and sex roles on women's health care.
29	Women's Studies Psychology	Psychology of Women	4	An examination of theories of female personality. Concepts of personality theory regarding sex differences, differential socialization, and sex-typed behavior. Particular attention to research on achievement motivation, cognitive, perceptual and motor performance differences, and to developmental tasks of women in our society.
23	Women's Studies	Women's Psychology: Past and Present	3	To provide students with information and to develop personal insights about: 1) the psychology of women; 2) the present position of the individual in reference to the conflicts of womanhood, value clarification and self-concept development; 3) the psychology of men.
25	Women's Studies	Women and Psychology	4	Women in historical, medical and psychiatric thought from suppression of witches in the Middle Ages to nineteenth century Freudian theory.
30	Women's Studies Psychology	Psychology of Sex Differences	3	Major psychological theories of sex-role development in young children; biological and socialization differences that affect sex differences during adolescence; adult sex-roles, their maintenance, conflict and new resolutions.

III

9-5

WOMEN'S STUDIES COURSES

CODE	ACADEMIC AREA	COURSE TITLE	CREDITS	COURSE DESCRIPTION
14	Women's Studies	Introduction to the Biology and Sexuality of Women	3	An introduction to the rapidly expanding body of literature and ideas related to the biology and sexuality of women.
13	Women's Studies	Our Bodies--Ourselves	4	An opportunity to share experiences of the body, in relation to herself and to others from pre-puberty to childbirth on through to aging, and to understand women's anatomy, physiology, the study of bio-rhythms, self-help, sexuality, our relation to the medical profession, etc.
13	Women's Studies	Women and Institutions	4	As members of society, women are variously subjects, leaders and victims of major institutions such as the family, education, law, government, the superstructure, and religion. Each section of this class will explore women's experience and possibilities in one of these institutions.
24	Women's Studies	Women and Political Systems	3	Analysis of the place of women in various political theories, political and economic systems, and the processes which determine political power.
25	Women's Studies	Women and Work	3	A historical overview of women's work in America. Begins with colonial times, when labor was scarce and women were needed in many fields--medicine, mechanics, journalism, shipbuilding, etc.--and moves to the present system of sex-segregated work. Developments in housework and childbearing as well as in work for pay, problems of supply and demand, technology, unions, education, guaranteed income, welfare, and male and female attitudes are examined.

VIII IX X XI

9-6

CODE	ACADEMIC AREA	COURSE TITLE	CREDITS	COURSE DESCRIPTION
27	Women's Studies	Women and the Law (2 course sequence)	3	This course will serve as an introduction to the legal problems which women face in the United States today and suggestions for law reform. Cases will be used to illustrate the problems at hand and the way courts think about women's issues. Outside experts will present examples of these problems and possible solutions.
29	Women's Studies Political Science	Women and Law	3	Issues concerning the legal aspects of sex and sex-based discrimination as embodied in statutory and case law. Open to majors and non-majors.
30	Women's Studies	Women and the Law	3	Introduction to the legal process, focusing on the status of women and the law; the legal status of single and married women, the rationale of protective legislation, and the effect of the legal changes such as the Civil Rights Act of 1964 and Equal Rights Amendments. Study of current cases on abortion, child care, tax laws, and Social Security benefits.
29	Women's Studies Education	Women and the Educational Process	4	Covers both the role women played in education in the U.S. and the way schools have helped to shape the role women play in American society. Topics include development of sex-role stereotypes through classroom interactions and curriculum materials, the status of women in public and higher education and laws affecting it, and the role of the schools in forming educational and career aspirations of girls and women. Emphasis will be placed on ways parents and teachers may counteract the sex-typing which schools, as they are currently structured, perpetuate.

XII

XIII

9-7

WOMEN'S STUDIES COURSES

CODE	ACADEMIC AREA	COURSE TITLE	CREDITS	COURSE DESCRIPTION
24	Women's Studies	Women and Education	3	The educational process and female role socialization, research into personnel policies and curriculum. New learning methods and environments, e.g. women's studies programs, child care centers, and "free" schools.
25	Women's Studies	Women's Education in the U.S.: Its Past, Its Prospects	4	Explores justification for women's education over past 200 years. Examines shifting views from Revolutionary times to modern day feminism.
31	Sociology	Sexism in Education	3	An analysis of the role of education in the socialization and development of self-concepts of the sexes, with emphasis on the school's role in reinforcing sexual stereotyping. An examination of the alternative approaches and strategies for change.
15	Humanities	Women in the Arts	3	A survey of women in the arts from the Renaissance to the present. Emphasis on women's creativity in the visual arts, music, and literature.
28	Women's Studies	Women and the Arts	4	The position of women, white and nonwhite, as performing artists or subjects for others.
24	Women's Studies	Women in the Arts	3	Images of women in society as reflected in the plastic, graphic and performing arts, artistic contribution of women. May be repeated with new content.

XIII

XIV

8-6

WOMEN'S STUDIES COURSES

CODE	ACADEMIC AREA	COURSE TITLE	CREDITS	COURSE DESCRIPTION
25	Women's Studies	The Literature of Women's Liberation	4	This course will explore the ideas and problems of women's liberation as these have emerged in American literature--fiction, poetry, autobiography, slave narrative, and song. Particular emphasis on the feelings and ideas that make sisterhood not only rich, but complicated: the different ways that Black and white women, working-class and middle-class women, experience friendships, sexuality, work, and the search for identity.
29	Women's Studies English	Sexual Politics in Literature	5	A study of feminism, antifeminism, sexual identity, the feminine mystique, stereotyped and liberated female images from Sappho through Shakespeare, with special emphasis on how this early literature has perpetuated cultural myths, rituals, superstitions, and misconceptions about women.
28	Women's Studies	The Modern Feminist Novel	4	Twentieth-century novels by British and American women.
28	Women's Studies	Women and Literature	4	The position of women, white and nonwhite as writers and critics and as subjects for other writers. Usually limited to Western literature.
25	Women's Studies	Sexual Politics of Fiction	4	Why has the subject of fiction been traditionally the romantic lives of women and men--love, sexuality, marriage? Why have so few novels been written about work or politics? Do all novels have a social purpose? Covers short stories, novels by both women and men including past and present best-sellers.

WOMEN'S STUDIES COURSES

CODE	ACADEMIC AREA	COURSE TITLE	CREDITS	COURSE DESCRIPTION
13	Women's Studies	Women and Media	4	Each of these courses will involve analysis of the role of women in one of the communications media (radio, film, t.v., etc.) as participant and/or as image. Laboratory work in media skills may also be emphasized.
25	Women's Studies	Women and the Media	4	A study of women as depicted in newspapers, magazines, and in films, as well as on radio and television. Focus on advertising as well as on news, features, narratives, and other forms of reportage.
18	Women's Studies	Women and Films	3	A study of the portrayal of women in films, an analysis of women as stars, actresses, directors, writers and filmmakers, and an historical overview of the development of American and European movements in film-making.
14	Women's Studies	Women and Religion	3	A study of the Judeo-Christian understanding of the nature of women and her role in church and society from biblical times to the present. Biblical, historical, theological and practical aspects of the subject will be investigated.
27	Women's Studies Religion	Women and Religion	3	An examination of the role of the Judeo-Christian tradition in developing and sustaining sexual stereotypes. Inquiry into and discussion of the masculinization of the Western culture, and its meaning for women today.

XVI

XVII

9-10

CODE	ACADEMIC AREA	COURSE TITLE	CREDITS	COURSE DESCRIPTION
18	Women's Studies	Women and Crime	3	Women as criminals, victims, and accessories will be studied, with special attention to theories and myths about the female personality. Prisoners and personnel in women's correctional institutions will also be considered.
12	Women's Studies	Rape and Physical Abuse	1	An inquiry into the phenomenon of rape, myths about rape and rapists, treatment of rape victims, discussion of physical and physiological preparation for possibility of attack. Lecture, film, paper, speakers.
31	Sociology	The Black Woman	3	A study of the changing role of black women in America and an examination of their unique problems in and contributions to American society.
14	Women's Studies	Black Women in America	3	Examination of the roles of American black women as expressed in their literature. The course will be taught from an interdisciplinary perspective and will commence with colonial literature.
25	Women's Studies	The Literature of Black Women	4	What is it to be Black and female in America? With an aim to getting beyond the myths that have existed about Black women, this course will explore our daily lives, our conflicts about identity and sexuality, as these emerge in fiction, autobiography and poetry by and about us.

XVIII

XIX

XX

9-11

WOMEN'S STUDIES COURSES

CODE	ACADEMIC AREA	COURSE TITLE	CREDITS	COURSE DESCRIPTION
13	Women's Studies	Survival as a Woman	4	Seminars which focus on the perspectives and coping techniques of women in particular existential situations, e.g. mothers, returning college students, divorced women, women on welfare, Third World women, gay women, women over thirty, etc. Analysis, tools, alternatives, support.
13	Women's Studies	Women, Identity and Power	4	Recognizing women's power to define herself and act in the world, we will study the interrelated themes of self-creation and social change as these are expressed in women's lives. Classes offered under this rubric may have academic and/or experiential emphasis.
13	Women's Studies	Women in a Sexist Society	4	Analysis of patriarchy and sexism utilizing the data of history, social science, and literature. Range and variety in the forms of woman's oppression and her responses in comparative settings.
28	Women's Studies	Women: A Sense of Identity	5	Sex roles (social expectations, personal values, and personal behaviors). Applications of success analysis, strength identification, communication training, goal setting, and behavior rehearsal to affirm and develop the potential of women.
22	Women's Studies	What About Woman?	3	Course is designed for the woman who wants to change her self-image by learning to assert herself in a positive manner. Techniques in self-appraisal, goal evaluation and communication skills will be taught.
27	Women's Studies	Women's Issues	2	Students will meet in small groups to discuss readings on sex roles, female physiology, the economic position of women, new career options for women, marriage and alternatives, women and mental health, and the women's movement.

WOMEN'S STUDIES COURSES

CODE	ACADEMIC AREA	COURSE TITLE	CREDITS	COURSE DESCRIPTION
22	Women's Studies	New Horizons and New Careers	3	For those returning to the labor force, seeking employment for the first time, or interested in new job options or directions. Course is designed to help assess skills and aptitudes to determine realistic personal goals. Covers evaluation of interests, skills, resume writing, interviewing, job applications, and using community resources.
23	Women's Studies	Male Guide to the Modern Woman	3	This course is designed for men, but open to women. Its goal is to aid in the understanding of differences in the development of values between men and women, to understand the differences in the socialization process of men and women and to aid in improving interpersonal communication between men and women.